

NEVADA

Connections

Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce

Volume 8 Number 11

May/June 2003

Surveys move forward in Nevada and U.S.

The Division of Adult Education and Literacy, part of the U.S. Department of Education, is supporting several important adult education surveys. Director Cheryl Keenan recently provided a summary with target dates for reports:

Title	Description	Time in Field (data collection)	Reports Due
National Assessment of Adult Literacy Survey (NAALS)	Household survey/interviews of English-language literacy abilities of adults ages 16 and older in the U.S.A. that will give an indication of the nation's progress toward achieving its National Education Goal for Adult Literacy.	April 2003 - December 2003	2004-2005
Adult Literacy and Life Skills Survey (ALL)	Goes beyond adult literacy skills to measure a broader set of basic life skills that are directly linked to social & economic success of the adult population.	Summer 2002	2004
Adult Education Program Study (AEPS) For more details on this survey, see the December 2002 issue of <i>Nevada Connections</i> .	<p>The Program Component</p> <p>AEL and Level One Studies to build upon the data collected in the main ALL study in order to make comparisons to a national & international population.</p> <p>The Learner Component</p> <p>Surveys of adult education students (via one-on-one interviews) that will be used to compare literacy skills of those enrolled in adult education programs with the general population.</p>	<p>Fall 2002 – March 15, 2003</p> <p>All AEFLA-funded ABE Nevada programs participated.</p> <p>Spring 2003</p> <p>In Nevada, CCSN, HABLE, and Lahontan Valley Literacy Volunteers were selected to participate.</p>	<p>Data reports due in March 2004</p> <p>Fall 2004</p>
Workplace Education Policy Study	A survey of state directors concerning the policies of their states on workplace education.	Spring 2003	TBD



ESL students at the Northern Nevada Literacy Council built and manned a float for last year's Fourth of July parade in Reno.

Bringing the community into the classroom and the classroom into the community

By Trish McLaurin Rodriguez, originally published in *Progress* (a VA newsletter for adult educators), Winter 2003

You don't have to plan an elaborate field trip or rewrite your entire curriculum to incorporate civics into your adult ESOL (English for Speakers of Other Languages) teaching. Lessons that bring the community into the classroom and the classroom into the community can be exciting and motivating without

being complicated, costly, or time-consuming. Here are some tips and easy-to-use ideas that can help you integrate community activities and information into an ESOL lesson.

REMEMBER, YOU ARE PART OF THE COMMUNITY. Think about what you do when you are not teaching. Your life can serve as a community resource; you can be the guest speaker! Perhaps you work in a bank — students can interview you about banking services, locations, and hours. Maybe you volunteer at the library — you may not be able to organize a field trip, but you can easily get library card applications for students and bring flyers, brochures, and books to show them. Perhaps you could tell students about the time you had to go to the health department and then have them ask you follow-up questions.

YOUR STUDENTS ARE PART OF THE COMMUNITY. Think about — and get your students to think about — what they do when they are not in English class. One student may use the county employment office. Another may know all about the DMV. Many likely know where and how to wire money overseas. They are part of the community and can serve as excellent resources for each other. Your job as the teacher is to get students to share and build upon what each brings to the class.

ROUND ROBIN BRAINSTORMING can generate a variety of community topics simultaneously. Topics might include: getting a driver's license, healthcare, finding a job, and immigration. Post topics on flipchart paper at different locations in your classroom. Students rotate from one to the next, writing their ideas for resources related to each topic. After 10-15 minutes, the whole class reviews the lists. If there is a list with few or no ideas, the whole class discusses the topic and how they can get more information. Getting the needed information can turn into a class project.

COMMUNITY MAPPING is another great way to integrate civics in your lessons. Give students maps of your area or have them create maps on paper. Working in small groups, students decide what community resource they would like to plot on a map — Western Union locations, county services, or places to buy Latino foods, for example. Each group creates a community resource map and presents it to the whole class. The class can ask questions or add to each map.

PROBLEM SOLVING ACTIVITIES can help students better understand how to use various community resources. For example, after students have created resource maps, present the class with scenarios such as the following: "Maria is on the corner of Columbia Pike and Glebe Road in Arlington. She needs to send \$200 to her mother in Peru. Where should she go?" Using the map of Western Union locations, students determine the best location. Better yet, keep your ears open for students' problems related to community resources that the class could help solve. You can even create a "HELP!" box where students can anonymously drop problems for the class to solve!

DON'T OVERLOOK THE OBVIOUS, especially if you are working with a beginning class or with students who have recently arrived in this country. In addition to the knowledge that you and your students bring to class, many easy resources are available that often get overlooked. Spending time with the phone book (which has lots more than phone numbers), with a newspaper, or just taking a tour around your building to look at the different signs are great ways to bring the community into the classroom and to help unlock the mysteries of how life works in the United States.

Tutor Quest for consumers aids providers as well

Although *Tutor Quest: Finding Effective Education for Children and Adults* is billed as a consumer guide and handbook for individuals seeking tutoring services, the book can be helpful to providers, as well.

Written by Edward Gordon, Ph.D. and endorsed by the Better Business Bureau, the book does indeed provide helpful information about tutoring options, program content, costs, and time requirements. It also contains two checklists that providers can use to determine how their services measure up:

- “Evaluating a Tutor Service” outlines the criteria for choosing a service with questions that address experience, references, credentials, content, access, etc.
- The “Consumer Tutoring Quality Rating Scale” provides a framework for comparing different tutoring options.

You may borrow a copy of the book by calling the State Literacy Resource Center (800/445-9673); the book will be mailed to you. Alternatively, you may call your local library and order it through ILL (Inter-Library Loan) by title. Be sure to mention that you want to borrow the book from the Nevada Literacy Coalition, Nevada State Library and Archives.

To purchase the book (\$10.95 plus \$5 shipping and handling), contact the Phi Delta Kappa Education Foundation, 800/766-1156, www.tutorquest.info.



Get real with your Web use!

Rachael Dilling, Nevada’s Teacher Training Coordinator, suggested that the “Evaluation of Information Sources” at http://www2.vuw.ac.nz/staff/alastair_smith/evaln/evaln.htm might be useful for Nevada’s adult educators. The site contains links to more than 50 resources that can help in evaluating information resources, particularly those on the Internet. For example:

- There is a link to <http://hitiweb.mitretrek.org/docs/policy.html> that presents seven criteria for evaluating the quality of health information provided on the Internet.
- At <http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html> are suggestions for evaluating books and articles, as well as Web sites. The site discusses suitability, authority, reference sources, and other indicators.
- The page at <http://bubl.ac.uk/archive/lis/org/ciqm/databa1.htm> discusses how to evaluate online databases.

Another option for evaluating resources is located at www.literacynet.org/nevada/getreal. Funded through a Nevada ABE Leadership grant, Researcher Margaret Patterson analyzed existing evaluation tools and created two frameworks — one for Web sites and one for software — with which you can quickly analyze and compare products. There is also an online tutorial with self-paced, interactive exercises that walk you through the process of evaluating software and Web sites for adult education.

Teacher’s tool kit

In its March 2003 issue, *Technology and Learning* published “Web Literacy and Critical Thinking: A Teacher’s Tool Kit,” a practical guide with activities and exercises for training students to be discerning consumers of Internet information. There are search challenges, scavenger and treasure hunts, and WebQuests. Exercises such as “Who Done it” (created the site), “Fact or Fabrication?” and “Find the Hoax” are fun ways to make a point.

The publication is available online (www.techlearning.com, click on “T&L Magazine”). Free print subscriptions are available to qualified applicants; apply via the Web site or call 800/607-4410.

Family literacy trainings this summer

The National Center for Family Literacy is sponsoring “Foundations in Family Literacy” trainings in Denver, CO June 9-11 and Louisville, KY June 16-18 and August 4-6. Summer Institute will be held in Louisville July 21-23. For registration and additional information, visit www.famlit.org/training/training.html or contact Kimberly Ely, kely@famlit.org, 502/584-1133.

Community College Southern Nevada
Community, Rural & Distance Education
3200 East Cheyenne Avenue – K1A
North Las Vegas, Nevada 89030-4296

Non-Profit
U.S. Postage
PAID
Permit No. 1618
Las Vegas, NV

RETURN
SERVICE
REQUESTED

Connecting resources for Nevada's adult workforce

Leading the pack

Nevada recently hosted the annual Mountain Plains Adult Education Association (MPAEA) Conference, at which Julee Henson received the state's Award of Excellence and CCSN Instructor Bruce Craig was posthumously honored as Educator of the Year.

An invigorated Nevada Adult Education Association, an affiliate of MPAEA, met during the Conference and presented officers for 2003-2004:

President	Julee Henson	702/799-8655, X341 jahenson@interact.ccsd.net
President-elect	Paul Marsala	775/829-9026 pmarsala@tmcc.edu
Secretary	Wendy Raynor	775/623-6218 wraynor@humboldt.k12.nv.us
Treasurer	Jeanie Thibault	702/651-4065 jeanie_thibault@ccsn.nevada.edu
Regional Directors	Linda Bogle (north)	Charlene Mitchel (rural) Sharyn Yanoshak (south)

Send \$18 annual dues to Jeanie Thibault
CCSN, 2409 Las Verdes, Las Vegas, NV 89102

HELP WANTED

Nevada is developing an online pre-service training module for instructors and tutors new to teaching adults.

We need beta-testers to evaluate the training module — to go through it and tell us what works well and what needs improvement. We will pay each tester \$100 for this work, which will be done sometime during the summer.

Interested? If you are and you can easily access the Internet, send your name, email address, and phone number to Sharyn Yanoshak, saylv@lvcn.com. She will respond with details.